Missouri School Improvement Program

District Response to the Standards
Version 6

For Focused and Full MSIP Visits in 2007-2008

July, 2007

The Department of Elementary and Secondary Education does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. Inquiries related to Department programs may be directed to the Title IX Coordinator, Jefferson State Office Building, 5th Floor, 205 Jefferson Street, Jefferson City, Missouri 65102-0480; telephone number 573-751-4212.

DISTRICT RESPONSE TO THE STANDARDS
(for MSIP Reviews in 2006-2007)

I.   OVERVIEW

In the Fourth Cycle of MSIP, districts are required to provide responses to the indicators in the <u>District Response to the Standards</u> (DRS) document. These responses will be used either verbatim in the final report or will be summarized by the team in the final report.

All districts reviewed after August 1, 2006, should use the web application to enter the District Response to the Standards information. The District Response to the Standards should be submitted to the MSIP section of the Department of Elementary and Secondary Education no later than November 1 of the school year in which the team visit occurs. Districts must provide at least two complete printed copies of the DRS for team review. Districts should insert sections of the DRS in the corresponding sections of the documentation file where appropriate and may provide each Team Member with a copy of the section which pertains to the standard(s) assigned to the Team Member (i.e., Curriculum, Climate, etc.). Responses and documentation are not required for the Resource and Performance Standards; however, the district should review carefully the Resource and Performance Reports prepared by the MSIP section (DESE).

The Web application can be accessed at: http://k12apps.dese.state.mo.us/webpage/logon.asp. Districts may also download MSIP Standards and Indicators from the Department's Home Page on the World Wide Web (http://www.dese.mo.gov).

II.   RESOURCE STANDARDS

Information submitted by each district on the October Core Data collection cycle will be used by DESE to develop the Resource Report. District staff is responsible for reviewing the Resource Report during the on-site review. Changes that are necessary to correct errors should be made on the appropriate screen prints of Core Data and the corrected screen prints given to the Area Supervisor prior to the end of the on-site review.

III.   PROCESS STANDARDS

INSTRUCTIONAL DESIGN AND PRACTICES

6.1   The district implements written curriculum for all its instructional programs.

6.1.4   [No more than a half-page response/summary for each item should be provided for the following statements/questions.]

Describe the formal procedures, including the criteria the district uses, that are used to revise the curriculum.

How have the most recent curricular revisions resulted in a more rigorous and relevant curriculum? Please provide examples.

6.2   The district administers state-required tests and other tests and uses disaggregated and longitudinal assessment data to adjust its curriculum and instruction.

6.2.1   [No more than a half-page response/summary per category should be provided for the following statement. Do not include data that could identify individual students.]

Beside each data category, provide type of data used during the last two years; what conclusions were reached; and what changes where made to curriculum and instruction based on these conclusions

Student Achievement Data used (other than required state assessments - may include local assessments at the classroom, building, or district level):

Diagnostic Data:

Surveys:

6.2.3-4 **[No more than a 1.5-page response/summary (total) should be provided for the following statements. Every district needs to respond to this statement in relation to all subgroups unless individual students would be identified in the process (five or fewer students per grade).]**

Describe the differences in the performance of various student populations (race/ethnic, gender, disability, migrant, and/or ELL status) on the MAP or in the graduation rates of these students that have been identified by the district as a result of the previous year's data.

Describe the changes or adjustments that have been made in the district's instructional programs, underline on reviews of the disaggregated performance data.

Provide any available data related to the impact these changes have had on student performance.

6.2.6 **[No more than a half-page response/summary (total) should be provided for the following statement.]**

Describe the strategies the district has initiated to motivate students to do their best on the MAP tests.

6.3 **The district has implemented effective instructional programs designed to meet the assessed needs of students, as well as the practices and procedures needed to support these programs.**

6.3.2 **[Check the following components of a scientific research-based reading program that the district provides in grades K-3.]**
 ☐ -clear reading goals for each grade have been established
 ☐ -reading goals are based on research
 ☐ -a research-based core curriculum for reading has been adopted and includes explicit, systematic instruction in:
  ☐ -phonemic awareness
  ☐ -phonics
  ☐ -vocabulary
  ☐ -comprehension skills
  ☐ -fluency
  ☐ -writing, spelling, listening, and speaking skills
 ☐ -student progress in reading is monitored often and through a variety of methods

☐ -student progress is analyzed to plan instruction and reading opportunities are provided at the
    ☐ -"independent" level
    ☐ -"instructional" level
☐ -enriched reading instructional materials are available
☐ -professional development activities systematically support the reading program
☐ -90 minutes of protected instructional time is allocated to reading instruction, and the following types of reading instruction are used:
    ☐ -direct instruction
    ☐ -guided reading
    ☐ -independent reading
    ☐ -shared reading
    ☐ -flexible grouping
    ☐ -cooperative learning
☐ -additional instruction before and after school is provided for students with specific reading difficulties
☐ -parents and other community members are informed of the reading programs' goals and objectives and the district's progress in meeting these goals
☐ -parents are informed of their child's progress in reading

6.3.3 [No more than a two-page response/summary (total) should be provided for the following statements.]

What extended-learning activities and alternative-delivery systems have been in place for two or more years? Is there any evidence that the extended-learning activities and/or alternative delivery systems have resulted in improved student achievement? Explain.

6.7   Professional development is an integral part of the educational program and all school improvement initiatives.

6.7.2 [No more than a two-page response/summary (total) should be provided for the following statements.]

Explain how staff ensure that new skills are practiced and improved.

Describe the kinds of follow up and support that are provided for staff as they implement new skills.

6.7.4   [No more than a one-page response/summary (total) should be provided for the following questions.]

What instructional strategies are the focus of on-going staff development in the district?

6.7.5   [No more than a one-page response/summary (total) should be provided for the following statement/question.]

Describe what effect your professional development program has had on improving instruction and student achievement.

What data or other evidence does the district use to determine the impact of its program of professional development on teaching and learning in the district?

6.8   Library media center (LMC) resources and services are an integral part of the instructional program.

6.8.3   [No more than a one-page response/summary (total) should be provided for the following statement/question.]

What criteria does the district use to evaluate the quality of its LMC resource collection and its adequacy to meet the needs of its students and teachers.

DIFFERENTIATED INSTRUCTION AND SUPPLEMENTAL PROGRAMS

7.2   The district identifies gifted/talented students at all grade levels and provides them differentiated instruction suitable for their levels of intellectual and social maturity.

7.2.1   [The following statements should be completed for all grades. Describe the assessment processes used to identify gifted/talented students (including the following information) for <u>each grade or major grade-level division</u>:]

BUILDING: _____   GRADES:_____

CRITERIA	CUT-OFF SCORE	ASSESSMENT INSTRUMENT
Achievement Assessment:	_____	_____
Intelligence Assessment:	_____	_____
Specific Creativity Assessment:	_____	_____
Other Factors and/or Criteria used in the Assessment Process:	_____	_____

Describe how the district used the results of the latest analysis of their identification process to make appropriate changes to help better identify underrepresented populations of their student body.

7.2.2   [The following statement should be completed for all levels:]

Describe the services/differentiated instruction (include formal programs and other services such as mentors, special counseling, independent study provision, etc.) provided for identified gifted and talented students:

GRADE(S)	SERVICES PROVIDED
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Describe the district's rationale of how services available to identified gifted students meet the intellectual and social needs of these students.

Describe how the district evaluates whether the services offered are meeting the established goals of the gifted program. What changes the district has made in the last two years as a result of this program evaluation. Describe how the district provides affective instruction and counseling for the identified students.

7.2.3   [No more than a half-page response/summary (total) should be provided for the following statement.]

Describe how the gifted curriculum is developed and implemented.

Describe how the gifted curriculum is evaluated.

Describe any changes made in the gifted curriculum in the last two years.

7.4   Preschool educational activities/programs are available to the district's children.

7.4   [Provide enrollment numbers for each program or activity the district provides. Do not include Parents As Teachers programs.]

The following preschool education programs or activities are provided by the district for the district's preschool students:
_____ -Title I-funded early education program
_____ -Missouri Preschool Project early education programs
_____ -Child Care and Development Fund Grant early education program
_____ -District-funded early education program
_____ -Partnership with Head Start early education
_____ -other: _____

Unduplicated count of children served in early education programs_____

[No more than a half-page response/summary (total) should be provided for the following statement.]

Describe what the district has done to collect information from the community (i.e., community needs assessment, community survey) related to the need for preschool services.

The community provides the following programs for early education children: **[Include approximate enrollments.]**
____ -Head Start
____ -early education program in the community
____ -other _____

The district uses the following activities to help children transition into kindergarten: **[Provide enrollment numbers and asterisk those that have been in place for two years.]**

_____ -prekindergarten orientation sessions, including early education packets and information
_____ -summer school for prekindergarteners
_____ -ongoing district-sponsored transition activities for early education children (e.g., storytimes/playtimes, attendance at school plays, concerts, art shows and book fairs)
_____ -students' preschool records are shared with the district or arrangements have been made to ensure that such information is received by the district
_____ -other: _____

7.5   The district provides opportunities for parents/guardians to learn about the intellectual and developmental needs of their children at all ages and to participate constructively in their children's education.

[No more than a one-page response/summary (total) should be provided for the following statements.]

What parent education activities are provided which help parents learn about the developmental needs of their children or about how to become better parents?

Describe the strategies that are in place to involve parents in their child's education.

Which of these strategies have been successful? Cite any evidence to support this conclusion.

Describe any formal programs (such as Practical Parenting Partnerships, Title I Parent Group, Special Education Support Groups) aimed at improving the quality of parent-school cooperation and interactions related to the education of children.

7.6   The school district provides or arranges with other local groups, agencies, and organizations to provide educational, vocational, recreational, cultural, enrichment, and/or other services for the local community.

Describe the educational programs (include ALE/ABE and GED services) provided and who sponsors these programs.

7.7 **The district complies with all provisions, regulations, and administrative rules applicable to each state and federal program which it has implemented.**

Describe how ELL/ESOL, migrant, homeless, at-risk, and educationally-disadvantaged students are identified.

LIST OF SERVICES PROVIDED TO STUDENTS	**DESCRIBE HOW THESE SERVICES ARE ASSESSED**
MIGRANT	
Elementary: _____	_____
Middle School: _____	_____
High School: _____	_____
HOMELESS:	
Elementary: _____	_____
Middle School: _____	_____
High School: _____	_____
ELL/ESOL	
Elementary: _____	_____
Middle School: _____	_____
High School: _____	_____
AT-RISK	
Elementary: _____	_____
Middle School: _____	_____
High School: _____	_____
EDUCATIONALLY-DISADVANTAGED	
Elementary: _____	_____
Middle School: _____	_____
High School: _____	_____

Provide specific examples that describe how the district serves and assesses the services provided to each group of identified students**. [Do not complete a section if there are no students identified in a specific subpopulation.]**

LIST OF SERVICES PROVIDED TO STUDENTS
(general examples: peer mediation, alternative classes, tutoring, literacy programs, preschool services, academic assistance, referrals, and resource centers)

HOW SERVICES ARE ASSESSED
(general examples: formal assessments, annual reviews, monthly meetings, standardized tests, subject/grade monitoring, teacher observations, grades, attendance records, program evaluation, and extra-curricular involvement)

SCHOOL SERVICES

8.1   At least biennially, the district reviews the goals and objectives of each program and service; receives reports of the effectiveness of each program and service; and, takes action to ensure that these programs efficiently achieve their goals.

8.1.1   [List the district programs that have been reviewed or evaluated in the last two years, the type of data used in this evaluation, the date of each review or evaluation, and the action(s) taken as a result of this evaluation:]

PROGRAM	DATE	TYPE OF DATA USED	ACTION(S) TAKEN
Curriculum			
Instructional Effectiveness			
At-Risk Programs			
Special/Supplemental/Differentiated Programs			
ESOL/ELL			
Title I			
Special Education			
Career Education			
Gifted Education			
Homeless			
Migrant			
Community Education			
Early Education/PAT			
Technology			
School Climate			
Professional Development			
Library/Media Resources (LMC)			
Guidance And Counseling			
Finances			
Facilities And Grounds			
Safety			
Health Services			
Food Service			
Transportation			
Other:			

8.2   The district has an ongoing, written Comprehensive School Improvement Plan (CSIP) which directs the overall improvement of its educational programs and services.

8.2.3   [No more than a one-page response/summary (total) should be provided for the following statements.]

In the past year, what strategies in the current CSIP were evaluated as being effective and which were considered ineffective?

What modifications to the plan were initiated to address/replace ineffective strategies?

8.2.4   [No more than a one-page response/summary (total) should be provided for the following statements.]

What improvements related to MSIP student performance indicators have been identified as a result of the implementation of CSIP strategies? Provide data to support these conclusions.

8.8   Patrons, parents, and students have opportunities to discuss concerns with the district, file complaints, and serve on committees, including those required by state or federal regulations, to study specific issues and problems.

8.8.1-2 [Check each advisory committee active within the district and attach appropriate documentation (i.e., minutes, membership, meeting times, and agendas) for the past 12 months for each asterisked committee the district has.]

COMMITTEE	PROGRAM PRESENT[4]	COMMITTEE PRESENT[4]	COMMUNITY REPRESENTED[4]
Parents As Teachers Committee*	_____	_____	_____
Career Education Advisory Committee(s)*	_____	_____	_____
Drug Education Advisory Committee (Title IV)*	_____	_____	_____
Guidance Advisory Committee*	_____	_____	_____
Professional Development Committee*	_____	_____	_____
Districtwide Planning/CSIP/Strategic Planning Committee(s)*	_____	_____	_____
Parent/Community Advisory Committee	_____	_____	_____
Facilities and Safety Committee	_____	_____	_____
Bond/Tax Levy Committee	_____	_____	_____
Curriculum Committee(s)	_____	_____	_____
Technology Committee(s)	_____	_____	_____
Health Advisory Committee	_____	_____	_____
Library Advisory Committee	_____	_____	_____
Other: _____	_____	_____	_____

8.11 **The district's facilities are safe.**

8.11.1-3 **[No more than a one-page response/summary (total) should be provided for the following statements.]**
Describe how the district identifies potential safety concerns or physical hazards in its facilities.

[Complete the following charts for all emergency drills held in the district.]
List the numbers, dates and types of emergency and safety drills held in the past year:

TYPE:	DATES:	WHO SUPERVISED:
Fire		
Tornado		
Earthquake		
Intruder		
Other Drills such as:		
Bomb Threat		
Environmental Hazards		
Other Threatening Situations		

[Districts in the following counties are required to have two (2) earthquake drills: Adair, Audrain, Bollinger, Boone, Butler, Callaway, Cape Girardeau, Carter, Chariton, Clark, Cole, Dunklin, Howard, Iron, Jefferson, Knox, Lewis, Lincoln, Macon, Madison, Marion, Mississippi, Monroe, Montgomery, New Madrid, Oregon, Osage, Pemiscot, Perry, Pike, Putnam, Ralls, Randolph, Reynolds, Ripley, Schuyler, Scotland, Scott, Shelby, St. Charles, St. Francois, St. Louis, Ste. Genevieve, Stoddard, Warren, Washington, and Wayne.]

The district's safety coordinator is **[position or name:_____].**

List the violence-prevention programs that have been implemented in the district and describe the staff training that has been provided for these programs:

SCHOOL VIOLENCE-PREVENTION PROGRAMS LIST	WHO PROVIDED STAFF TRAINING	PERCENT OF DISTRICT STAFF TRAINED
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

8.14   Safe and efficient transportation to and from school is provided in compliance with Missouri statutes, regulations, and local board policy.

Provide dates of the school bus emergency evacuation drills conducted in the past year (12 months).

[Note location of <u>or</u> provide the following documentation]:
District Bus Accident Forms (if any) _____
Bus Driver Physical Examinations _____
Current Licenses/Permits for Bus Drivers_____
Insurance Records _____
Spring and Summer Inspection Reports/Results _____
Transportation Contracts (if any) _____
Written Bus Discipline Policy_____
Written Procedures for Reported Positive Bus Driver Drug Test Results
   and Meeting Provisions of 49 CFR, Part 382 et al_____
Pre-trip Bus Inspections (daily)_____
Review of Student Loading and Unloading Zones _____

IV.   PERFORMANCE STANDARDS

Information submitted by each district on Core Data (various collection cycles), by CTB, and by ACT will be used to develop the Performance Report.